

EXETER COLLEGE

EQUALITY REPORT  
2017-2018

Published July 2019

## GLOSSARY

Associate Professor	The main academic grade at Oxford, roughly equivalent to associate professor in the USA
BME	Black and minority ethnic. In its reporting, Exeter College (following the University of Oxford) uses 'BME' to denote all ethnicities other than white, excluding minority white ethnic groups such as Gypsy or traveller and non-British whites.
DAS	Disability Advisory
ECU	Equality Challenge Unit – provides equality advice to the HE sector
EDU	The University of Oxford's Equality and Diversity Unit
HESA	Higher Education Statistics Agency
Hilary	Spring academic term, running from January to March
LGBT+ and LGBTQ	Lesbian, Gay, Bisexual, Transgender and other/ Queer
Michaelmas	Winter academic term, running from October to December
Protected characteristic	Term used in equality legislation to denote a group of people sharing a particular characteristic
SDMA	The University's Student Data Management and Analysis section
SpLD	Specific Learning Difficulties
Student Barometer	Annual survey of Oxford students (excluding finalists who complete the NSS)
Trinity	Summer academic term, running from April to June
UAS	University Administration and Services
UCEA	Universities and Colleges Employers Association

## FOREWORD BY THE RECTOR

On behalf of the Governing Body of Exeter College, I am delighted to present our Equality Report for 2017-2018.

Exeter is the fourth oldest college within the University of Oxford, and we celebrated our 700<sup>th</sup> anniversary in 2014. During that time, the collective success of the College has been the result of the contributions made by many individual members - including staff, students, alumni, friends and visitors - from a wide variety of social, cultural, gender, and national backgrounds. Embracing this diversity of membership has helped make us who we are today, and we are committed to having diversity increasingly shape who we become in the future.

We report annually on equality and diversity, and each time we produce a report we seek to use the opportunity to review the findings against previous reports. This helps us to evaluate those areas where we have seen progress, and those areas where more work can be done. Among many other steps that have been taken during the period covered by this report, we are particularly pleased to have started the roll-out of training sessions in equality, diversity and inclusion. This has been a major project, and we are delighted that these sessions will proactively help us to raise awareness, and continue conversations, around these important themes.

This is, of course, a work in progress, but we continue to move towards our goal of becoming an ever more inclusive environment, and our hope is that our staff and students will all have a fair and equal opportunity to fulfil their potential, within the unique context of living, studying and working at Exeter College.

By taking this proactive approach, we hope to ensure that we create an ever more inclusive learning, research and work environment for everyone, so that we can, in turn, increasingly benefit from the diversity of our members well into our eighth century and beyond. With this in mind, if any of our members has a suggestion about how we can do this even more effectively, I would be delighted to hear from them.

Floreat Exon!

Prof Sir Rick Trainor  
Rector, Exeter College

# INTRODUCTION

## The College

Exeter College is the fourth oldest college within the University of Oxford, and sits alongside 38 other independent, self-governing colleges within the wider collegiate University. We are an education provider, an employer, and a provider of conference and event services, all within one organisation. We therefore have a broad range of constituent members and users, and a correspondingly broad range of responsibilities in respect of equality and diversity.

Our approach to equality and diversity is outlined in more detail in our separate Equality Policy, which can be found on our website at: <https://www.exeter.ox.ac.uk/equality-and-diversity/>

Whilst the College often closely follows (and works with) the policies and practices of the central University, it nonetheless sets its own equality objectives in line with its own local priorities.

These priorities are largely set by the Governing Body, taking account of recommendations from other major committees, including the Finance & General Purposes Committee, and the Education, Research & Welfare Committee.

Taken as a whole, the membership of these major committees (together with the sub-committees that feed into them), includes College Officers, staff, and representatives from the undergraduate and graduate student bodies, so that the College has representation from as broad a cross-section of its constituency as possible.

## Legal context

The Equality Act 2010 prohibits discrimination in employment or the provision of training and education in respect of a number of 'protected characteristics'<sup>1</sup>.

The Act also introduced the concept of the general equality duty, which covers all the protected characteristics identified in the Act (with the exception of marriage and civil partnership). The general duty has three main aims:

- To eliminate unlawful discrimination, harassment and victimisation, and other conduct prohibited by the Equality Act 2010;
- To advance equality of opportunity between people who share a protected characteristic and those who do not by:
  - a. Removing or minimising disadvantages suffered by people due to their protected characteristics;
  - b. Taking steps to meet the needs of people from protected groups where these are different from the needs of other people; and
  - c. Encouraging people from protected groups to participate in public life or in other activities where their participation is proportionately low; and
- To foster good relations between people who share a protected characteristic and those who do not by:

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<sup>1</sup> The characteristics protected under the Act are: age; disability; gender reassignment; pregnancy and maternity; race (including ethnic origin and nationality); religion or belief; sex; and sexual orientation. Marriage and civil partnership are also protected in respect of employment only.

- a. Tackling prejudice; and
- b. Promoting understanding between people from different groups.

In addition, the Act introduced a number of specific duties which require the College (as a public sector institution) to:

- Annually publish information to demonstrate our compliance with the general equality duty. (This should include information on employees and service users of the College who share a protected characteristic);
- Publish objectives setting out how we will meet the requirements of the Act, at least every four years; and
- Ensure the published information and objectives are made available to the public.

### **Purpose of this report**

This report is Exeter College's equality report for the 2017-2018 academic year (i.e. 1 October 2017 to 30 September 2018), and seeks to demonstrate how the College is meeting the commitments outlined above. The report summarises key equality data for the College, as well as outlining its activity and achievements. Selected employee data is available in **Section B**, and comment on student data is provided in **Section C**.

**Section D** provides information about sources of support that can be accessed by members of the College community.

The report has been approved by the Governing Body of Exeter College. Whilst overall responsibility for equality and diversity rests with the Governing Body, the major committees advise GB on the strategic development of equality policy and practice.

In this report, the available data have been presented in respect of key staff and student activities. Where sufficient data are available to enable meaningful analysis, this has also been undertaken and the results of this analysis will be used to:

- Identify any action areas for further improvement;
- Inform the setting of targets and indicators for the existing equality objectives; and
- Consider what additional objectives should be identified.

## SUMMARY OF EQUALITY ACTIVITIES

As part of the collegiate University of Oxford, Exeter College supports the University's high level commitments to embedding equality and diversity across all its activities (as set out in the University's strategic plan, which can be found at [www.ox.ac.uk/about/organisation/strategic-plan](http://www.ox.ac.uk/about/organisation/strategic-plan)).

However, the College also has its own local priorities, and has set its own specific **equality objectives** accordingly. These were agreed in February 2016, and are as follows:

1. To improve the College's arrangements for the collection and analysis of Equal Opportunities data from students, staff and applicants.
2. To source appropriate training to improve awareness of, and engagement with, issues relating to equality and diversity, and to implement this for employees working at Exeter College.

The following is a summary of how the College has sought to meet these objectives during 2017-2018, as well as outlining some of the broader activities that the College has undertaken in support of diversifying our staff and student bodies, and when seeking to promote equality of opportunity throughout the College.

### Equality Objectives

***To improve the College's arrangements for the collection and analysis of Equal Opportunities data from students, staff and applicants.***

This objective was originally set in April 2012, and its purpose was to advance equality of opportunity between people from different protected groups by enabling the College to measure the effectiveness of its policies, identify areas for improvement, and engage with groups of people with protected characteristics (in order to encourage participation in areas where representation is low).

As will be seen from the following, the College has partially fulfilled this objective.

#### Employees/ Job Applicants

As noted in last year's report, the College continues to collect and annually report data relating to applicants for job vacancies, but it does not have accurate information about the demographic of its current workforce. The College agreed that this was an area that it needed to review, in order to build a more accurate data set for its current employees.

(Of course, self-declaration by employees can only provide a snap-shot at a particular point in time, as almost all of an individual's personal characteristics could potentially change over time. To be fully accurate, therefore, the data would ideally be re-gathered each year.)

The College has continued to collect some data from new starters during the period covered by this report; its data is therefore better than when the objective was set. However, it has not yet completed a systematic survey of its current staff, in order to provide a more comprehensive overview of its workforce demographics.

The College has also improved the data collection relating to shortlisted and appointed candidates. This has built upon the data obtained during 2016-2017 (the first year when such data was systematically collected); again, therefore, its data is better than when the objective was set.

## Students

Detailed information is now available to the College from the University's Student Data Management & Analysis team. These data offer the College comparisons between Exeter College and the University as a whole, and of the applicant and student bodies according to "protected characteristics" as defined by the Equality Act. The Education, Research, and Welfare Committee of the College (a "major committee" of the Governing Body) now systematically receives and scrutinises these data.

The scrutiny of these data shows various problems with it as a tool of monitoring equality practice within the College. Many differences from the University norm are due to small numbers involved in Colleges (which amplify very small changes year-on-year), or the subject mix of the College, or fluctuations from time to time which do not have any clear relation between the College's environment for students who have protected characteristics. A particularly difficult aspect to monitor from the available data is admissions: because of the complex arrangements which ensure that undergraduate admissions candidates are considered across multiple Colleges, the College considers a greatly wider group of candidates than those who appear in statistics as having applied to Exeter; for graduate admissions the primary question of admission to Oxford is in the hands of the University and not the College; the admission of visiting students ("VRO") is almost exclusively made from students who are already undergraduates at Williams College in Massachusetts, USA, and so there is no readily available reference pool within Oxford by which to compare these.

The equality objective to "*To improve the College's arrangements for the collection and analysis of Equal Opportunities data from students, staff and applicants*" is therefore being partially met because the data collected has been enhanced in scope and volume, and these data are being scrutinised in detail by a major committee of the College which has broadly-based academic membership (including student members). This detailed scrutiny has proved fruitful, highlighting problems with the quality and reliability of the data which show areas for improvement in data collection and cleaning before firm conclusions can be drawn. We therefore do not include data tables here.

### ***To source appropriate training to improve awareness of, and engagement with, issues relating to equality and diversity, and to implement this for employees working at Exeter College.***

As per the 2016-17 report, the College had identified its preferred training provider, and had been working with them to design and deliver an appropriate training programme for its staff. This training was delivered to all heads of department during the summer of 2018. We plan to deliver training to our remaining support staff, and to our academic staff, during the 2018-19 academic year.

The College has therefore partially fulfilled this objective (i.e. some training has been delivered), and has a plan in place to fully meet this objective by the end of the 2018-19 academic year.

## **Other activities in support of employee equality and diversity**

The College undertook the following additional activity to promote equality of opportunity for all employees, and the recruitment and retention of a more diverse employee group:

- a. Continued to provide training to those involved in non-academic recruitment and selection (as required), and to recommend that - where appropriate - line managers undertake the online unconscious bias training programme provided by the University of Oxford;
- b. Took an open-minded and proactive approach to considering flexible working applications received during the period covered by this report;
- c. Continued to harmonise terms and conditions across non-academic staff groups, to ensure that (as far as is practicable) no particular group suffers a detriment;

- d. Continued to fund four college-sponsored nursery places, and to make these available to both academic and non-academic staff;
- e. Continued to fly the rainbow flag for a month each year, to show support for LGBTQ members of the College;
- f. Published its first Gender Pay Gap report;
- g. Adopted new University guidance in a number of academic recruitment campaigns, with a specific aim of working to reduce potential gender bias in the recruitment process (e.g. more selective use of references);
- h. Facilitated the renting of college-owned properties by a number of new academic staff with young families, to ease their relocation and transition to life in Oxford; and
- i. Used Apprenticeship Levy funds to support the professional development of a member of staff, and to build some of the technical and professional skills required to facilitate succession planning within the College.

## Eliminating harassment

Exeter College takes seriously the requirement to eliminate discrimination, harassment and victimisation. There were no new initiatives undertaken during the period covered by this report, but the College continues to have a clear policy and procedure on Harassment<sup>2</sup>, and a section on dealing with harassment has been included within our equality, diversity and inclusion training.

## Student equality

As with staff, Exeter College is committed to fostering an inclusive culture for its students, and one which promotes equality, values diversity and maintains a working, learning and social environment in which the rights and dignity of all its students are respected.

Accordingly, the College demonstrated its commitment to a culture of equality and diversity in a number of practical ways in 2017-2018:

- a. Continued to provide a comprehensive Outreach programme to attract potential, academically-able students, regardless of their background;
- b. Continued to support students with alternative exam arrangements, including a record number of exams (over 80 exams) being sat in College as part of providing reasonable adjustments for students with disabilities or other specific needs;
- c. Continued to provide exam preparation and guidance, in order to support those students who might be struggling for whatever reason;
- d. Continued to offer halal and kosher meals for those who request them, and sought to accommodate special dietary requirements wherever possible;

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<sup>2</sup> <https://www.exeter.ox.ac.uk/governance/>



- e. Continued to provide a number of dinners and social events to celebrate specific religious or national festivals (e.g. Diwali, Passover, Chinese New Year, Thanksgiving, Christmas, Lent);
- f. Continued to support a number of students by providing accessible accommodation;
- g. Continued to provide a College Nurse and a Chaplain, who are available (among other responsibilities) to give pastoral support to students experiencing difficult personal circumstances;
- h. Continued to provide a Welfare Dean to act as a strategic lead for student welfare;
- i. Continued to produce a Student Handbook which signposts students to relevant support networks (including those available through the central University), and make this Handbook available in digital and hard copy;
- j. Continued to support social groups at a University & Collegiate level;
- k. Continued to support student parents, by providing opportunities to encourage them to attend social events (including on occasion with their children) in order to integrate them into our academic community. In addition, the College provided assistance to students taking a break for family reasons and then returning to studies, and in making less-than-full-time arrangements on return to study if they wish to do so; And
- l. Engaged with the newly-created Welfare & Equality Forum, which has been established to support Colleges in sharing and developing best practice with regard to supporting student and staff welfare, and promoting equality objectives.

## DIVERSITY OF GOVERNANCE AND DECISION-MAKING

### Governing Body

As a charity, Exeter College is accountable to its trustees. Collectively, these trustees form the Governing Body of the College, which is the supreme decision-making body of the College.

As at 31 July 2018, women represented just over one third of those Fellows who are part of the Governing Body (16 out of 47 Fellows).

### Committees

The gender balance of the College's committees varies from committee to committee, but women continue to be well-represented across the range of committees.

### Senior management

Women continue to be well represented among the senior management of the College's non-academic workforce. Of the 15 senior managers (those who are heads of department appointed at grade 7 or above) in post at 31 July 2018, 47% were female.

This remains consistent with the proportion of female senior managers in the previous years (46% in 2016-17 and in 2015-16, and 50% in 2014-15), and is higher than the percentage of female senior managers reported within the University of Oxford (30%)<sup>3</sup>.

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<sup>3</sup> University of Oxford, *Equality Report 2017-18*:

[https://www.admin.ox.ac.uk/media/global/wwwadminoxacuk/localsites/equalityanddiversity/documents/psed/University\\_of\\_Oxford\\_Equality\\_Report\\_2017-18\\_FINAL.pdf](https://www.admin.ox.ac.uk/media/global/wwwadminoxacuk/localsites/equalityanddiversity/documents/psed/University_of_Oxford_Equality_Report_2017-18_FINAL.pdf)

## **OVERVIEW OF COMPLAINTS AND DISCIPLINARY ACTION**

### **Current staff**

During the 2017-2018 academic year there were no formal grievances raised by employees about issues relating to discrimination, harassment, or victimisation.

### **Job applicants**

During the 2017-2018 academic year there were no complaints or Tribunal claims received from job applicants in relation to discrimination, harassment, or victimisation.

### **Current students**

The College does not systematically collect data concerning the number of complaints raised by students about issues relating to discrimination, harassment, or victimisation during each academic year.

### **Student applicants**

No serious concerns were recorded in relation to candidates applying to study at Exeter College and which relate to issues of discrimination, harassment, or victimisation during the 2017-2018 academic year.

No concerns were subject to appeals to the University (the appropriate complaints and appeals mechanism relating to undergraduate admissions), on the basis that they had not been concluded adequately.

## LOOKING FORWARD/ NEXT STEPS

As noted in the Introduction, the College is required to publish at least one new equality objective every four years. Two equality objectives were therefore set in February 2016, as listed on pages 6 and 7 above.

To date, neither of these objectives have been fully achieved, although (as above) progress continues to be made in both areas.

In light of the above, a number of the “next steps” that were identified in last year’s report are still relevant, as follows:

1. Send a questionnaire to all academic and non-academic staff, to build a profile of the current workforce. (It was agreed that this should be provided in both electronic and hard copy, so that all employees could participate, and that specific sessions would be run during the working day in order to encourage a good return rate.)
2. Ask all successfully appointed candidates to complete a Recruitment Monitoring form when they are appointed (if they have not already done so), to help build a more accurate profile of the College’s workforce.
3. To conduct an anonymous staff survey - this would seek to capture employees’ attitudes and experiences in relation to issues of equality and diversity at Exeter College; whether anyone had been discriminated against; and whether they felt respected as an individual at work.
4. To continue to implement equality and diversity training for all staff. As noted above, a programme is in place to deliver this training to our remaining support staff during the 2018-19 academic year.

## SECTION B: EMPLOYMENT – KEY DATA

This section provides key data relating to the recruitment of academic and non-academic staff within Exeter College during the 2017-2018 academic year, and (where appropriate) also provides relevant statistics and commentary concerning the demographics of the College's current workforce.

The data comes from two sources: (i) standard personnel information held in staff records, and (ii) the responses to recruitment monitoring forms completed by job applicants. To encourage completion of recruitment monitoring forms, each question contains a 'prefer not to say' option, meaning that individuals can choose whether they wish to provide information about a particular protected characteristic.

Readers wishing to draw comparisons with other Higher Education institutions may find the following links useful:

University of Oxford: <https://www.admin.ox.ac.uk/eop/policy/data/report/>

University of Cambridge: <https://www.equality.admin.cam.ac.uk/equality-and-diversity-cambridge/equality-information-and-reports>

Equality Challenge Unit: <https://www.ecu.ac.uk/publications/equality-higher-education-statistical-report-2018/>

It should be noted that where comparator information is referenced below, it is normally derived from one or more of these sources (unless indicated otherwise).

### Part A - Current Staff

#### Sex

On 31 July 2018, women comprised:

- 43% of academic teaching staff employed by the College (compared with 43% in 2017, 33% in 2016, and 37% in 2015).
- 60% of support staff employed by the College (compared with 64% in 2017, 59% in 2016, and 59% in 2015).
- 55% of all staff employed by the College, (compared with 59% in 2017, 51% in 2016, and 50% in 2015).

Within the University of Oxford, 62% of support staff were female, and 28% of academic staff were female.<sup>4</sup>

In the UK generally, women comprised 63% of non-academic staff, and 46% of academic and research staff combined.<sup>5</sup>

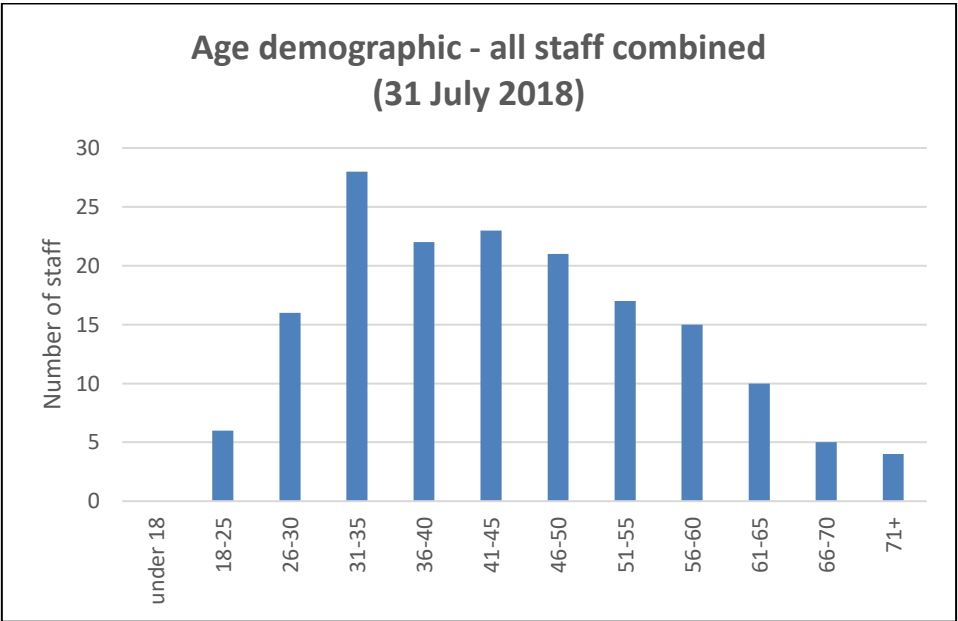
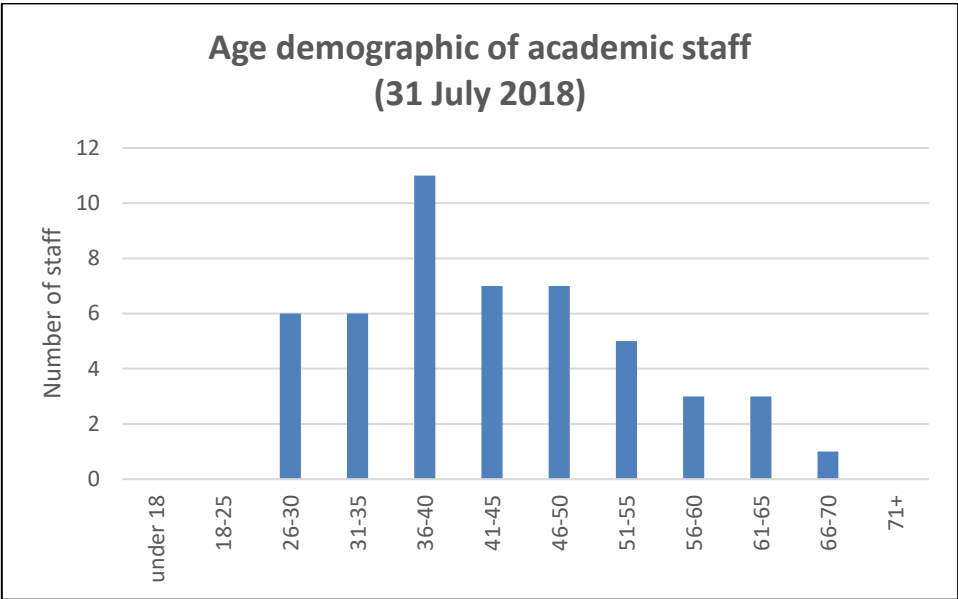
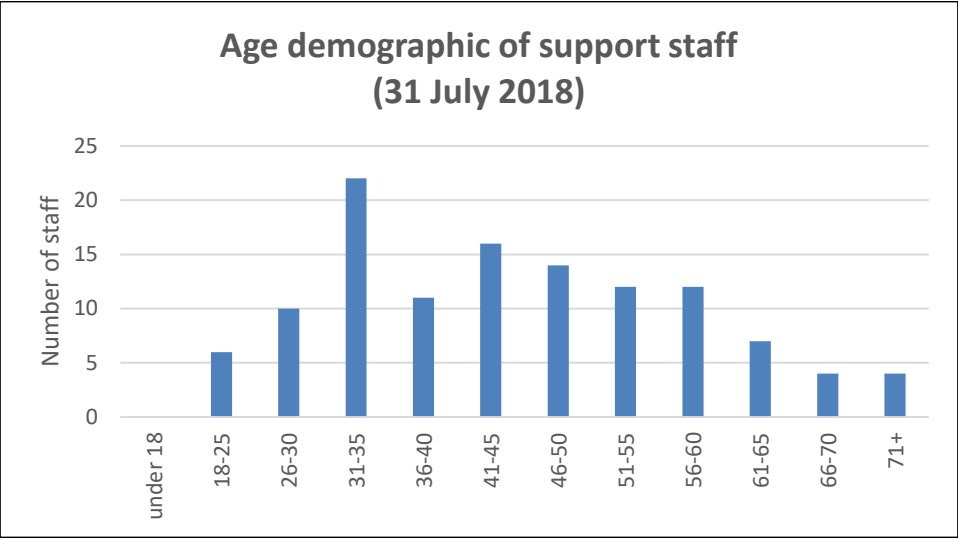
#### Age

On 31 July 2018, the age demographic of academic and non-academic staff employed at the College was as follows:

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<sup>4</sup> University of Oxford, *Equality Report 2017-18*

<sup>5</sup> HESA, 2017-18



For comparison with the age profile of staff within the University of Oxford, please refer to the relevant annual report at:

[https://www.admin.ox.ac.uk/media/global/wwwadminoxacuk/localsites/equalityanddiversity/documents/psed/University\\_of\\_Oxford\\_Equality\\_Report\\_2017-18\\_FINAL.pdf](https://www.admin.ox.ac.uk/media/global/wwwadminoxacuk/localsites/equalityanddiversity/documents/psed/University_of_Oxford_Equality_Report_2017-18_FINAL.pdf)

More information about the age profile of staff within the Higher Education section in the UK can be found on the Equality Challenge Unit website at:

<https://www.ecu.ac.uk/publications/equality-higher-education-statistical-report-2018/>

## Other protected characteristics

The College does not hold up-to-date information about the demographics of its staff groups in relation to other protected characteristics (e.g. race, religion or belief, disability, sexual orientation, etc). This remains something that the College will need to consider in the future.

However, as a small and close-knit community, the College recognises that it may, in any case, not be appropriate to publish data on certain protected characteristics, as the risk of individuals being identified might be too high.

## Part B – Recruitment Monitoring

Exeter College advertised 34 vacancies in the 2017-18 academic year (i.e. 1 October 2017 to 30 September 2018), of which 27 had one or more Recruitment Monitoring forms returned. These vacancies were across both academic and non-academic/ support staff roles.

The College received a total of 205 Recruitment Monitoring forms from these vacancies, which represents 39% of the total number of applications received (521 applications). This percentage is lower than in previous years (47% in 2016-17, and 53.3% in 2015-16).

Detailed information about the demographics of candidates is provided in Table 1 below.

However, it is important to note the following:

- a. whilst it is now standard practice to request that applicants return a Recruitment Monitoring form, in practice not all candidates do so;
- b. of those candidates who do return completed forms, not all answer every question;
- c. the presentation and analysis of data below therefore relates to the responses received, not the total number of applicants. The actual percentages could, in reality, be greater or smaller than the figures shown;
- d. for a number of our academic appointments we are not the primary employer (e.g. joint-appointments with the University). We therefore do not coordinate the recruitment process, and do not have access to the full range of equal opportunity monitoring information that is collected;
- e. not all those shortlisted for interview or appointed to role will have completed a monitoring form. It is, therefore, not always possible to draw meaningful comparisons between overall applicant data and overall appointee data; and

- f. the types of academic posts (fixed/permanent; part/full-time), and their subject areas, differ greatly year from year. It is therefore difficult to make generalised comparisons, because of the variations across years or structural differences between candidate pools for different types of roles which are beyond the immediate control of the College (though we do try at all times to encourage the most diverse possible applicant pool).

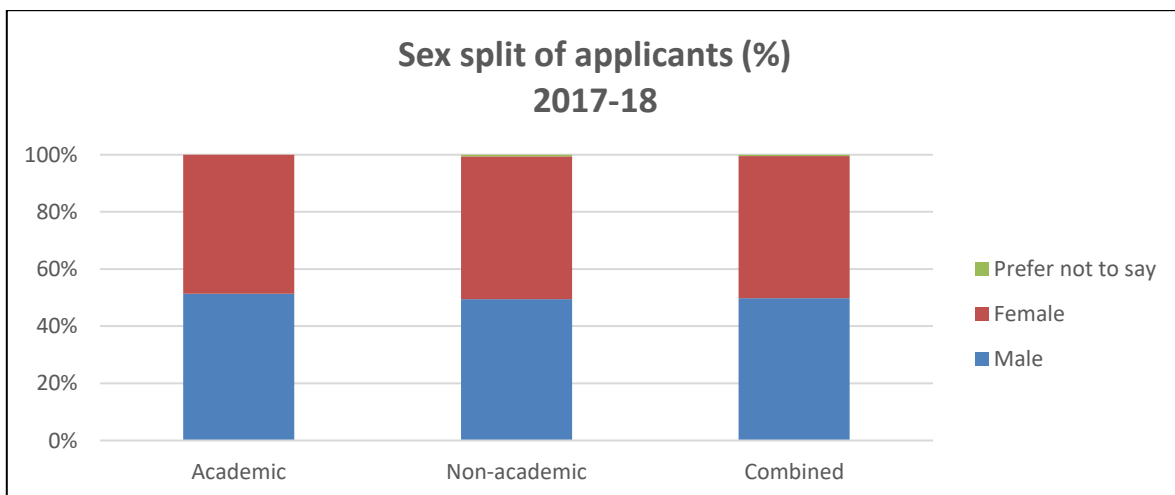
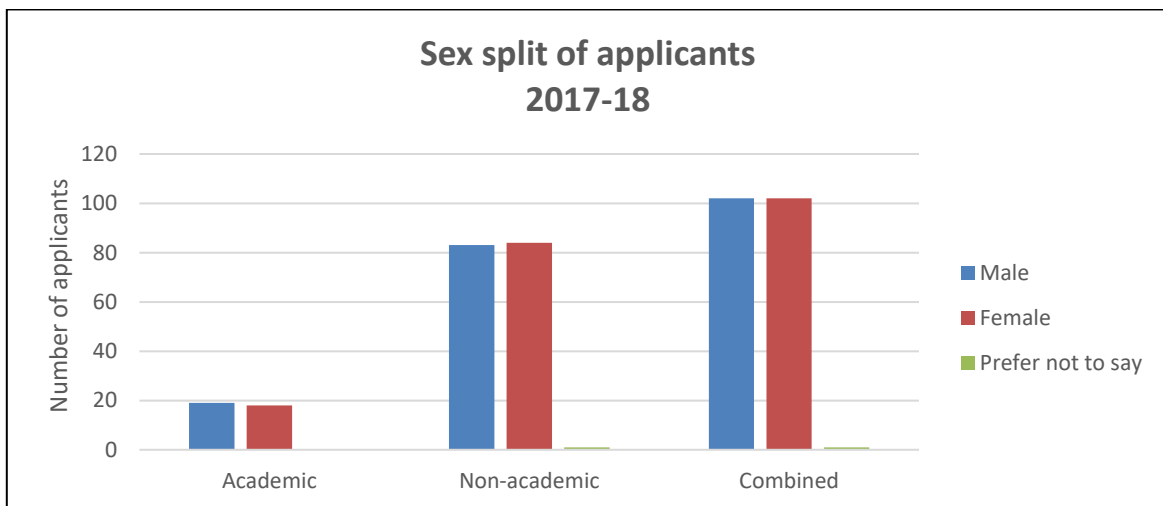
The following represents a summary of the key themes for the 2017-18 academic year. It is hoped that future reports will include a more detailed year-on-year comparison of data.

It should be noted that where comparator information is referenced below, it is normally derived from one or more of the sources listed above (unless indicated otherwise).

## Sex

Of those applicants who submitted a Recruitment Monitoring form, 99.5% declared their sex. This is consistent with the percentages in previous years (99.5% in 2016-17, 98.5% in 2015-16, and 98.7% in 2014-15)

*[n = 205 applicants (combined)]*



Overall, the College received an equal percentage of applications from females and males. In 2016-17, some 52% of applications were from females, so there has not been a great change compared with last year.



Across the 2017-18 academic year, 71% of applicants successfully appointed to roles within Exeter College were female. This compares with 76% in 2016-17, 72% in 2015-16, and 59% in 2014-15.

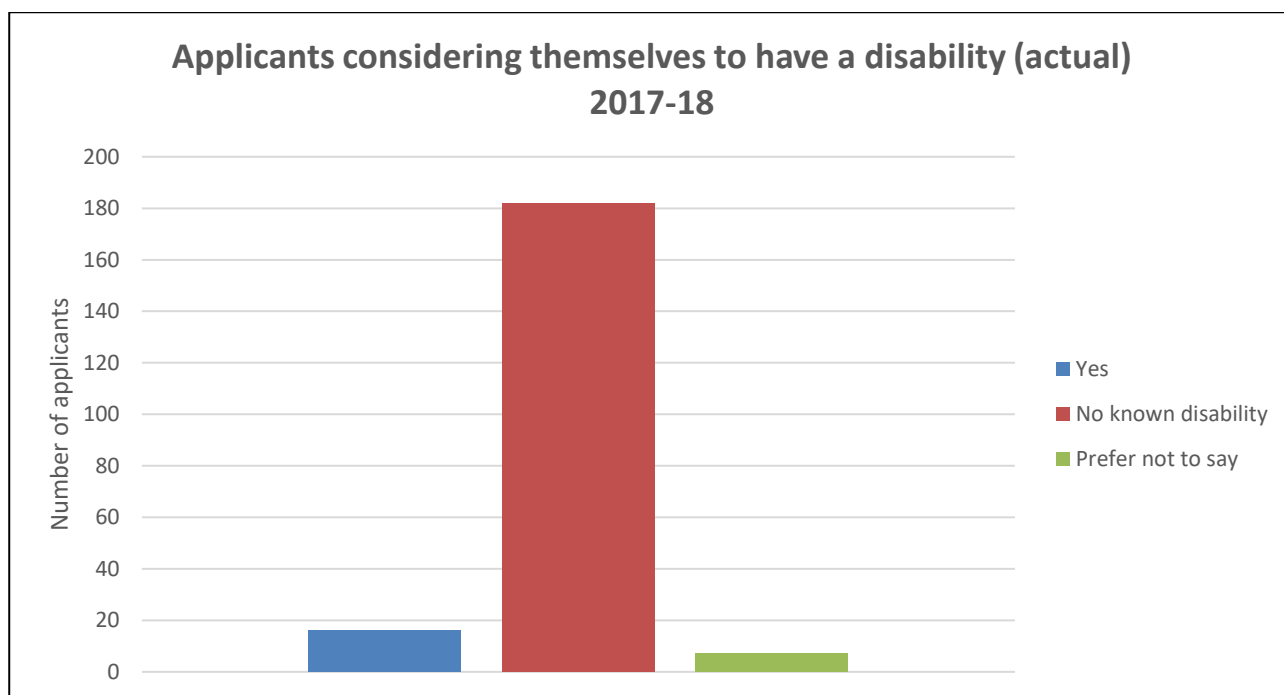
The figure is lower for non-academic roles (67%, based on 18 roles) than for academic roles (100%, based on 3 appointees). This is a reversal of the situation in the previous year, where 83% of those appointed to non-academic roles were female, and 60% of appointees to academic posts were female.

For the College as a whole, females were significantly more successful in their applications in 2017-18 (i.e. 71% of appointments but only 50% of applicants).

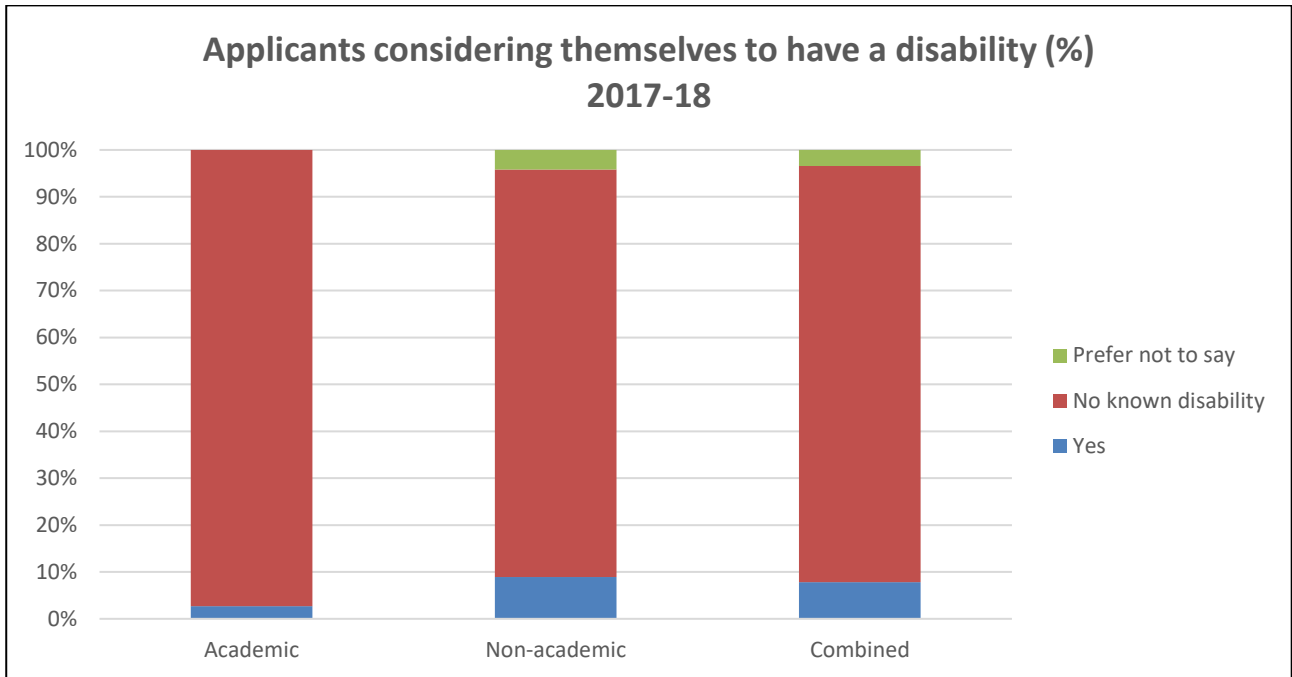
## Disability

Of those applicants who submitted a Recruitment Monitoring form, 96.6% declared whether they considered themselves to have a disability<sup>6</sup>. This was approximately the same proportion as in 2016-17, 2015-16 and 2014-15.

[n = 205 applicants (combined)]



<sup>6</sup> Disability is defined in the Equality Act 2010 as a 'physical or mental impairment which has a substantial and long-term adverse effect on the ability to carry out normal day to day activities'. 'A substantial adverse effect' of an impairment is one which is more than minor or trivial, and the effect is 'long-term' if it has lasted 12 months, is likely to last at least 12 months, or is likely to last for the rest of the person's life. If an impairment has had a substantial adverse effect on a person's ability to carry out normal day to day activities but that effect ceases, it is treated as continuing if it is 'likely' to recur. Conditions with fluctuating effects can still qualify as 'long-term' impairments if they are likely to recur. A condition will be seen as likely to recur if this 'could well happen' rather than the higher threshold of 'more probably than not'.



As can be seen, a significant majority (just over 88%) of candidates did not consider themselves to have a disability. This is broadly the same as in 2016-17, 2015-16 and 2014-15.

Overall, 11% of shortlisted candidates considered themselves to have a disability. This compares with 8% in 2016-17.

Of those candidates who were successfully appointed, 9.5% considered themselves to have a disability in 2017-18 (whilst not a high percentage, it is nonetheless an increase on the 6.5% recorded in the previous year).

Whilst the College does not currently hold data about the proportion of its workforce who consider themselves to have a disability, within the University of Oxford 4% of current staff declared a disability (2017-18).

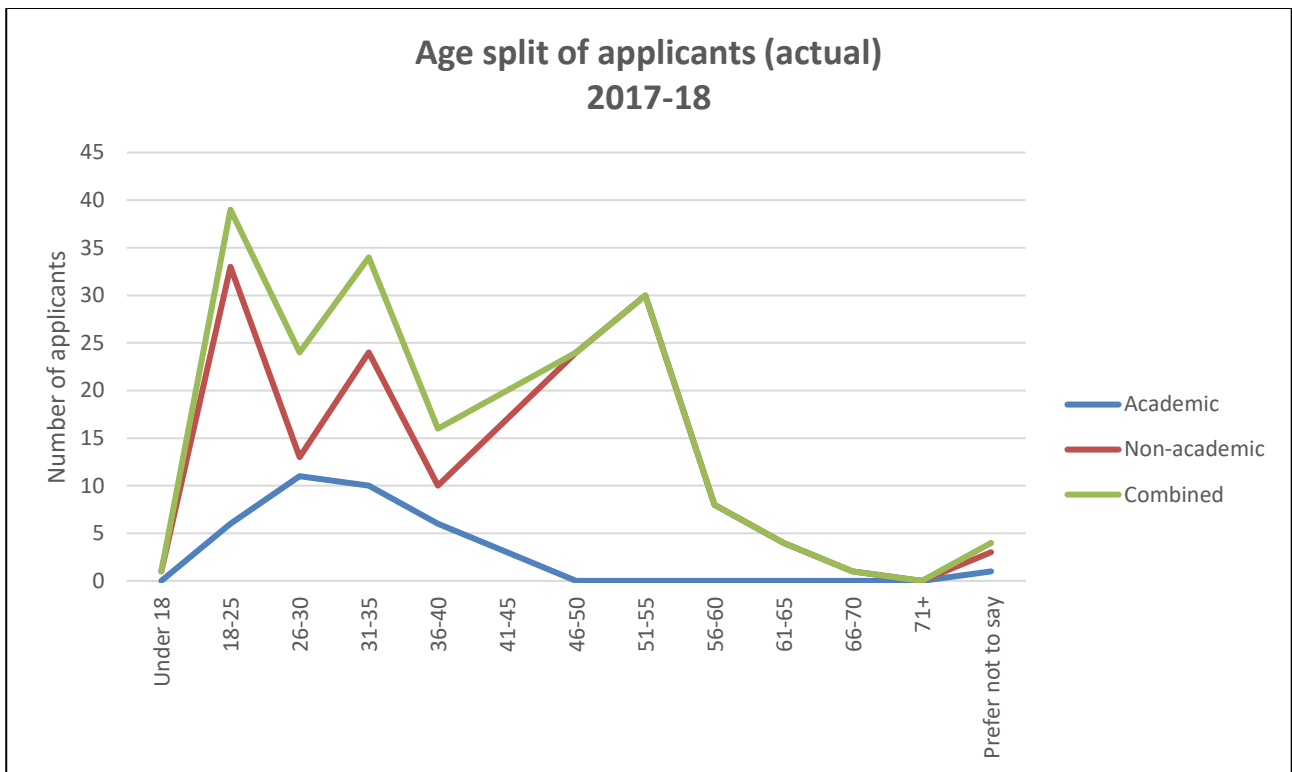
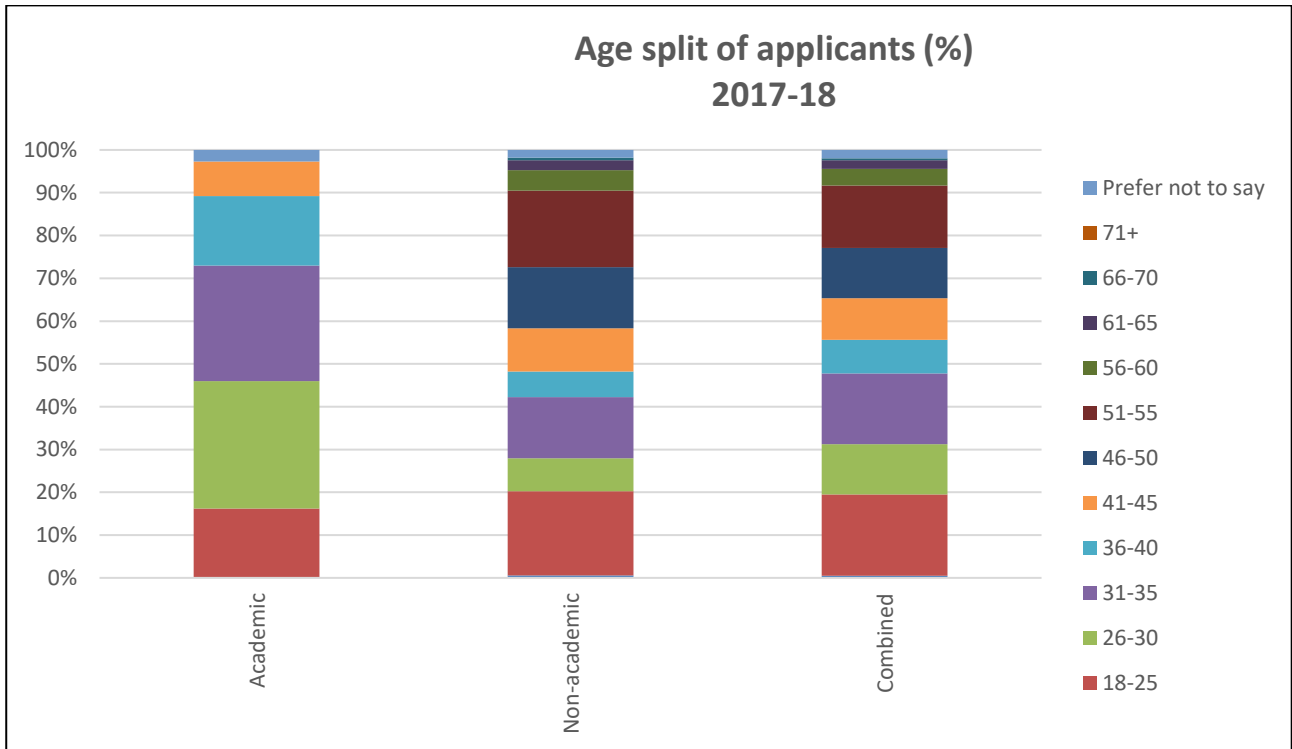
In the UK generally, 4.1% of higher education academic staff have disclosed a disability, and 5.8% of higher education support staff have disclosed a disability.<sup>7</sup> Taking all higher education staff together, 5% of staff have disclosed a disability.

## Age

Of those applicants who submitted a Recruitment Monitoring form, 98% declared their age category. This is broadly the same as in 2016-17, 2015-16 and 2014-15.

*[n = 205 applicants (combined)]*

<sup>7</sup> HESA, 2017-18



For **academic vacancies**, the highest percentage (57%) of applications came from those in the age bracket 26-35 years of age. This remains consistent with the data from 2016-17, and perhaps reflects the number of stipendiary lecturerships that were advertised during the 2017-18 academic year; such roles are, for example, often more appealing to early-career academics, and it is worth noting that academic careers typically start after the age of 25 (once individuals have achieved the relevant post-graduate qualifications).

Separately, our data also shows that candidates are much more likely to submit Recruitment Monitoring forms when applying for stipendiary lecturerships, compared with those who are applying to Associate Professorships or other Fellowship posts (where we have very few, if any, completed Recruitment Monitoring forms).

In total, 30% of candidates shortlisted for academic posts were under the age of 30, with 40% aged 31-35 and 20% aged 36-40.

However, of those appointed to academic posts some two-thirds were aged 31-35.

For **non-academic vacancies**, the highest percentage of applications came from those in the age bracket 18-25 (20%), with the next most significant categories being 31-35, 46-50 and 51-55. This is a significant change from the previous year, when 42% of applications came from the 26-30 age group.

Perhaps one area of concern is that the College only received one application from a candidate aged 65+; whilst this may be due to the nature of the roles advertised during the period covered by this report, the College should be mindful to ensure that its advertising is not excluding older applicants. In practice, we do advertise in a wide range of media in an attempt to reach as wide an audience as possible.

Across the 2017-18 academic year, 26% of applicants shortlisted for support staff roles within Exeter College were below the age of 30.

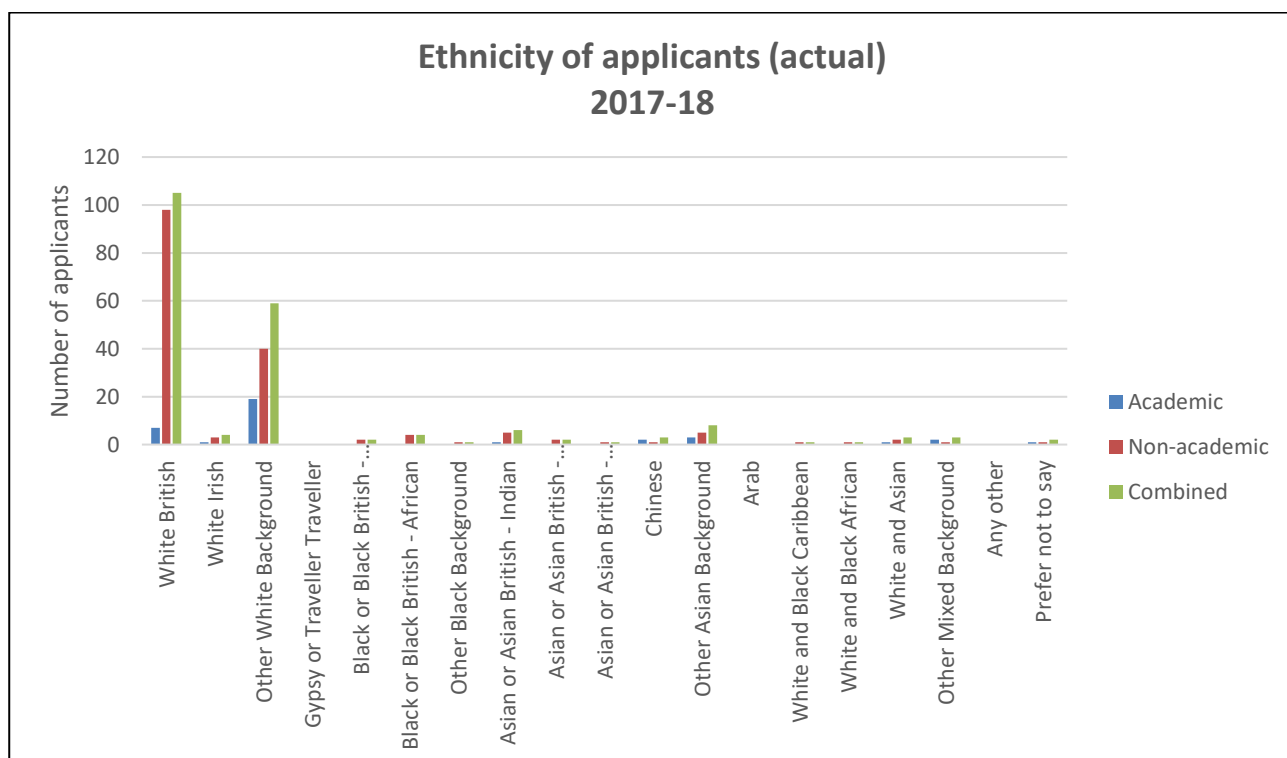
Just under 40% of those successfully appointed to non-academic roles were below the age of 30, suggesting that this age group was proportionately more successful at interview stage (i.e. only 26% of people aged under 30 were shortlisted). The remaining appointees were spread across age categories. As in 2016-17, no successful appointees were over the age of 55.

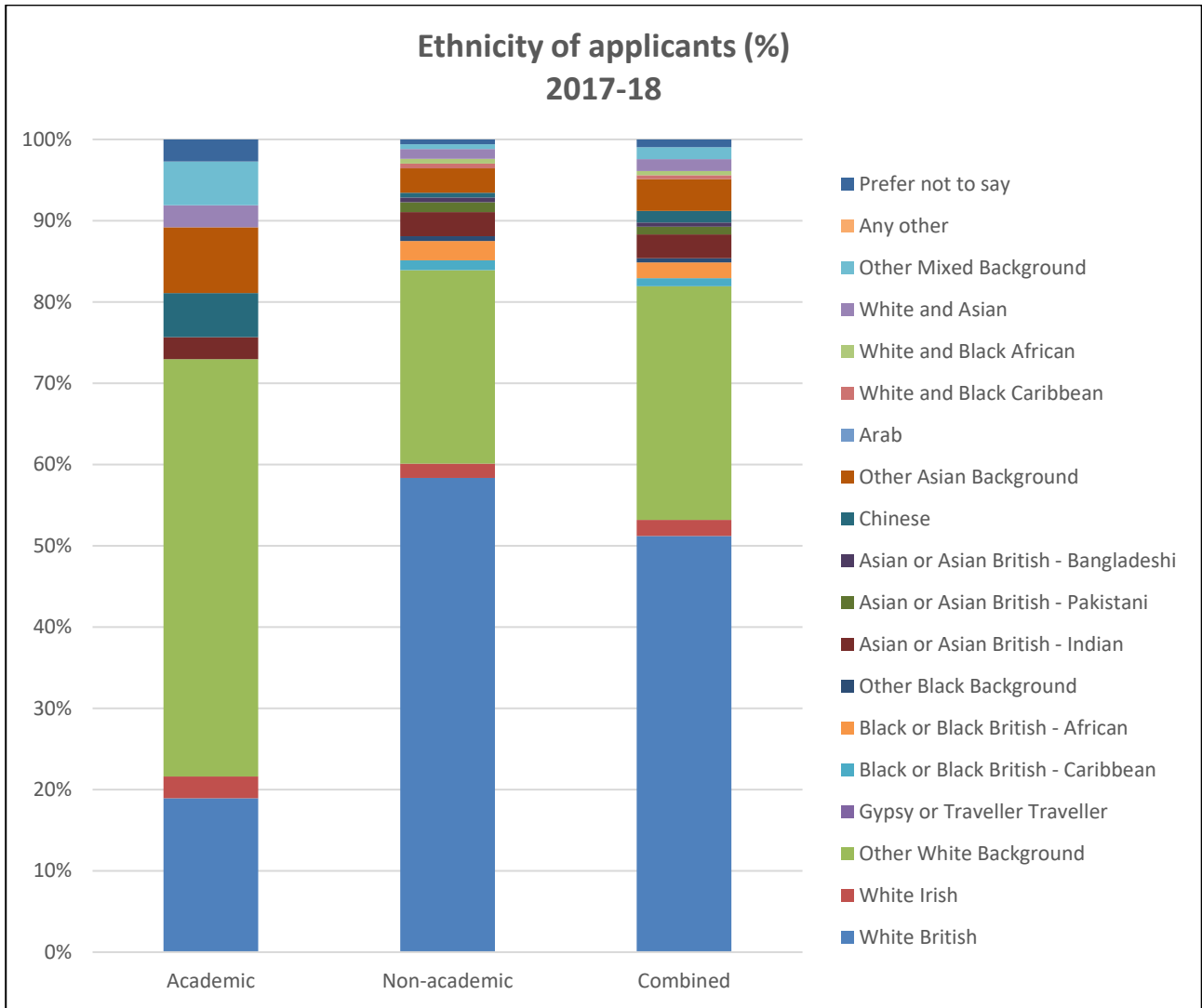
There is currently no reliable data in relation to the age of applicants and appointees for posts within the University.

## Ethnicity

Of those applicants who submitted a Recruitment Monitoring form, 99% declared their ethnic origin. This is almost exactly the same as in 2016-17, 2015-16 and 2014-15.

[n = 205 applicants (combined)]





Overall, 82% of applicants were from a white ethnic background. This is broadly the same as in 2016-17 (81%), whereas in 2015-16 over 94% of candidates for academic vacancies were from a white ethnic background.

This year, the ethnic backgrounds of applicants for academic posts were more diverse than those for non-academic posts, with the number of white candidates being 73% and 84% respectively.

As a whole, 17% of shortlisted candidates were from an ethnic minority background, which is slightly lower than last year (20%). However, it is in line with the overall percentage of applications from those from a minority ethnic background (18%).

100% of academic appointments were from a white ethnic background, based on 3 appointments (this is higher than last year, when 60% of those appointed to academic positions were from a white ethnic background, but is the same as 2015-16 when 100% of appointees were from a white ethnic background).

Conversely, 74% of non-academic appointments were from a white ethnic background, which is lower than in the previous year (100%), but is similar to the situation in 2015-16.

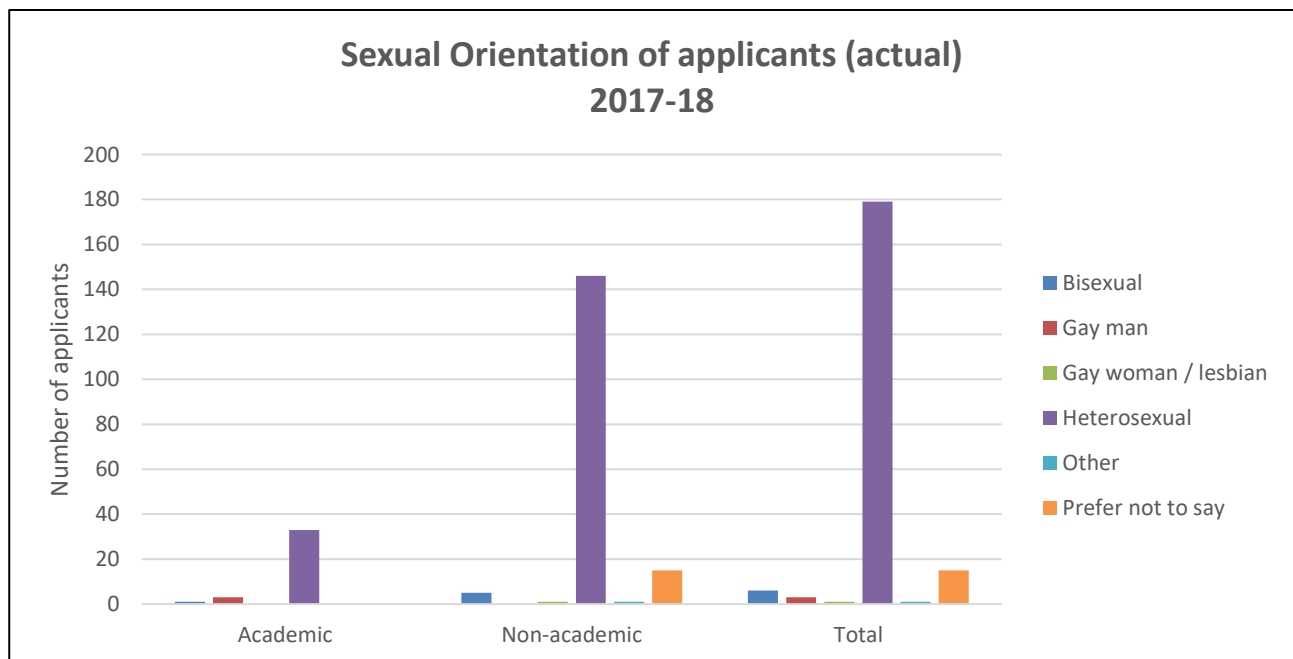
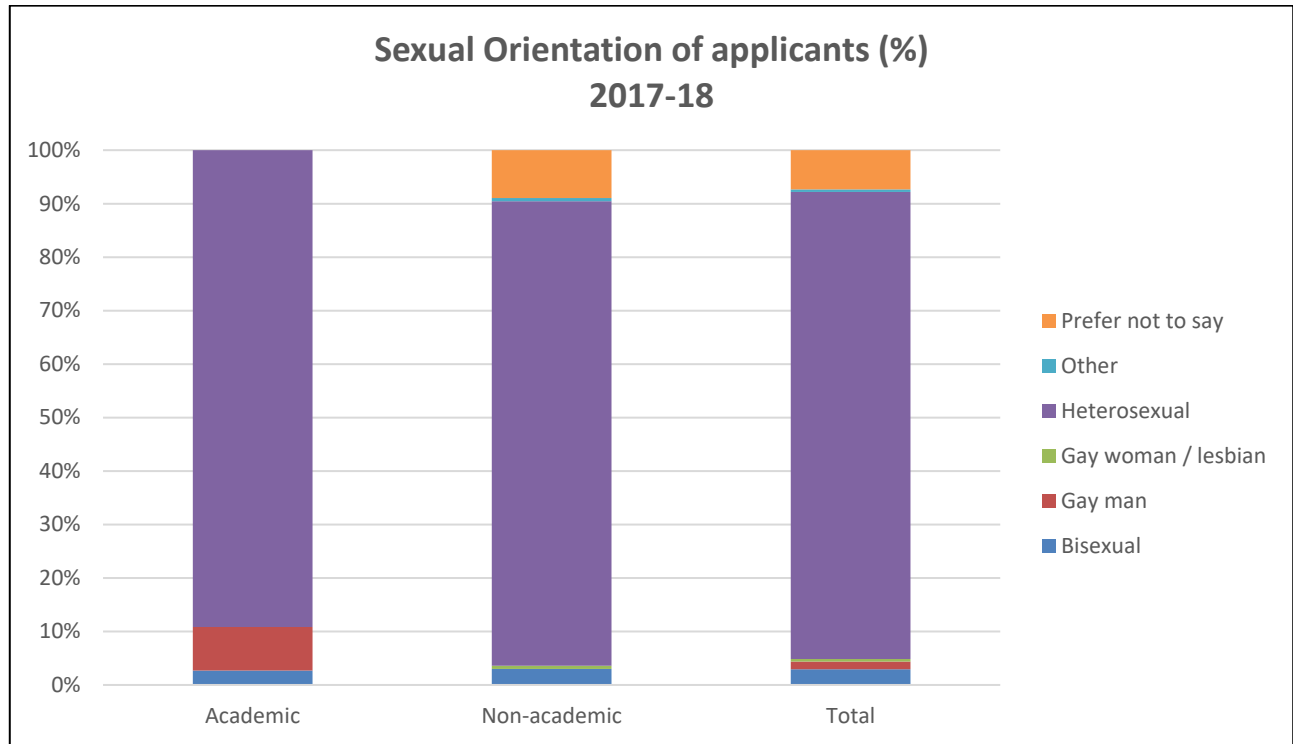
Approximately 13% of staff within the University of Oxford identified themselves as being from a black or other ethnic minority group in 2017-18.

## Sexual Orientation

Of those applicants who submitted a Recruitment Monitoring form, 92.7% declared their sexual orientation. This is higher than in 2016-17 (86%), and also higher than in 2015-16 and 2014-15.

However, sexual orientation remains a personal characteristic which fewer applicants are willing to disclose information about.

[n = 205 applicants (combined)]



Overall, a significant majority (c. 87%) of applicants identified themselves as being heterosexual (which is higher than in previous years: 77% in 2016-17, and 75%-80% 2015-16 and 2014-15).

This year, only 5% of candidates identified themselves as being gay, lesbian, bisexual or other non-heterosexual orientation, compared with 8.6% in 2016-17.

A further 8% of applicants preferred not to specify their sexual orientation.

Of those candidates who were shortlisted, overall 89% identified themselves as being heterosexual and 2.8% identified themselves as being gay, lesbian, bisexual or other non-heterosexual orientation. The percentage of heterosexual candidates is significantly higher than in 2016-17, when only 67% of candidates identified as heterosexual.

It is, perhaps, worth noting that the percentage of shortlisted candidates who identify as being gay, lesbian, bisexual or other non-heterosexual orientation (2.8%) is significantly lower than the percentage who apply (5%). There seems to be a drop-off between the application and shortlisting stage, therefore, although the recruitment process is blind to the sexual orientation of candidates (i.e. we do not ask for any information about sexual orientation on any forms seen by the selection committee), and so it is difficult to identify a reason for this disparity.

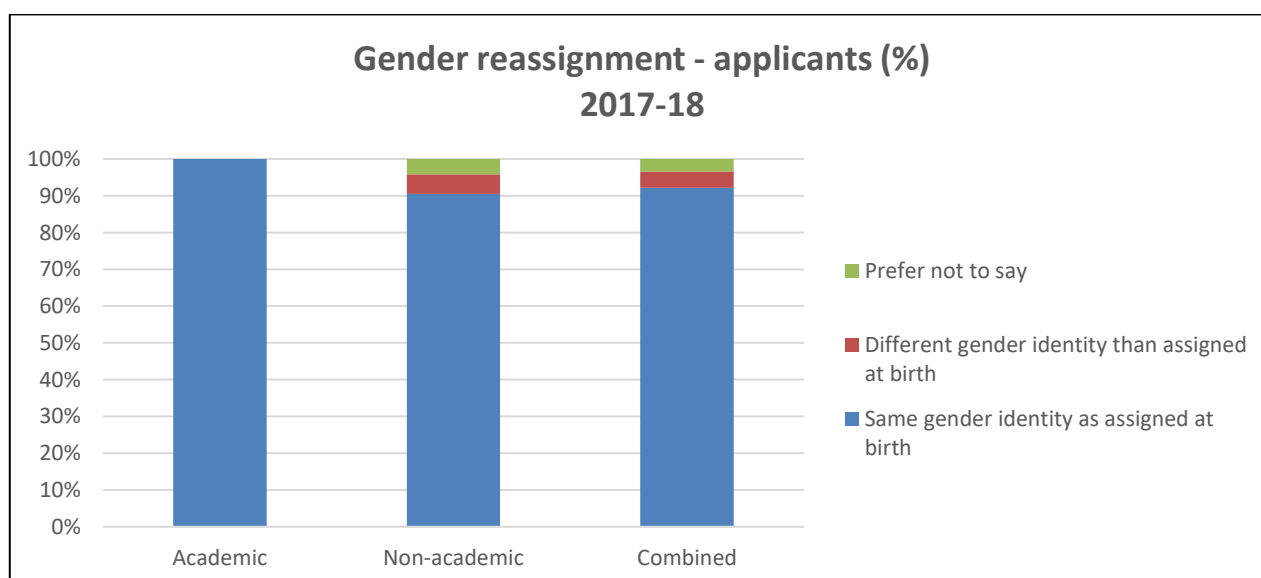
Overall, only 5% of candidates successfully appointed to posts considered themselves to be gay, lesbian, bisexual or other non-heterosexual orientation. This is, however, higher than the percentage who are shortlisted, and is in line with the overall percentage of applicants who identify as having a non-heterosexual orientation.

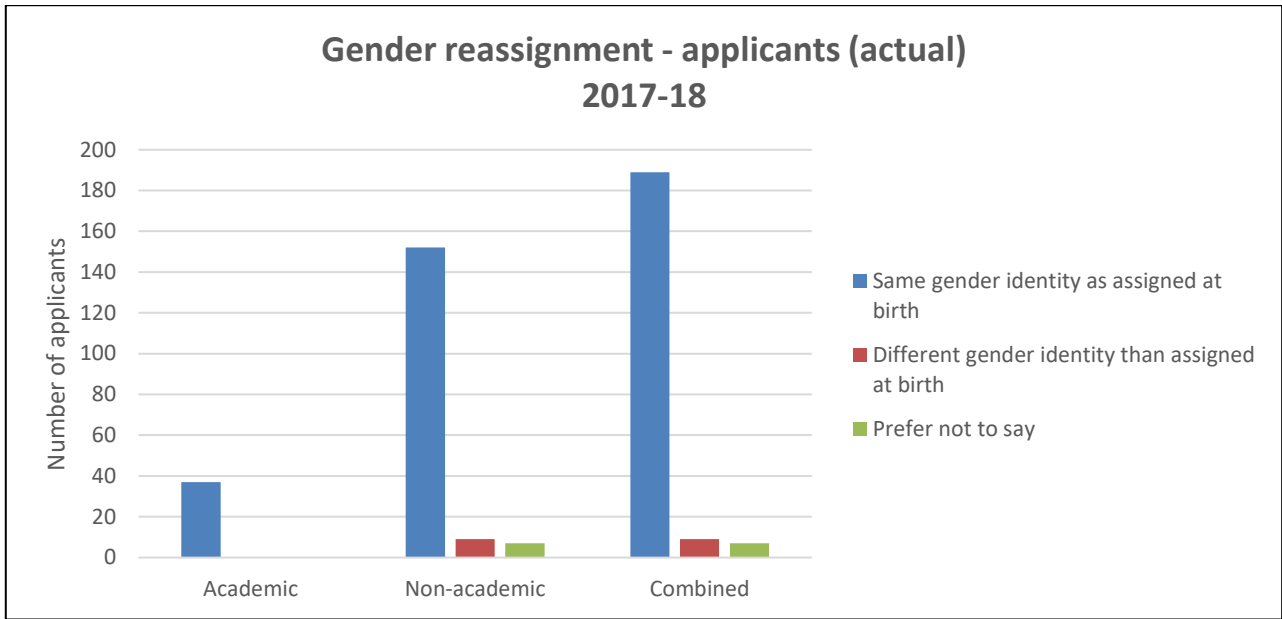
Within the University of Oxford, 7% of applicants identified themselves as being gay, lesbian, bisexual or other non-heterosexual orientation, and 6% of those successfully appointed to posts identified themselves as gay, lesbian, bisexual or other non-heterosexual orientation.

## Gender reassignment

Of those applicants who submitted a Recruitment Monitoring form, 92% declared whether they identified their gender as being the same, or different, from the gender assigned to them at birth. This is the same as in 2016-17 (92%), but is slightly lower than the figures in 2015-16 (96.1%) and in 2014-15 (95.6%).

*[n = 205 applicants (combined)]*





Overall, a significant majority (c. 92%) of applicants identified themselves as having the same gender identity as assigned when they were born. This is broadly similar to previous years (89% in 2016-17, 94% in 2015-16 and in 92% 2014-15).

The percentage of academic candidates (100%) who identified themselves as having the same gender identity as assigned when they were born was higher than last year (89%).

The percentage of non-academic candidates (90%) who identified themselves as having the same gender identity as assigned when they were born was roughly the same as in 2016-17 (89%) and in 2015-16 (93%).

Overall, 90% of shortlisted candidates identified themselves as having the same gender identity as assigned when they were born, with 3% preferring not to identify their gender identity.

Of those successfully appointed candidates, 10% identified themselves as having a different gender identity to that which was assigned when they were born (this is higher than last year (0%), and also higher than in 2015-16 (4%).

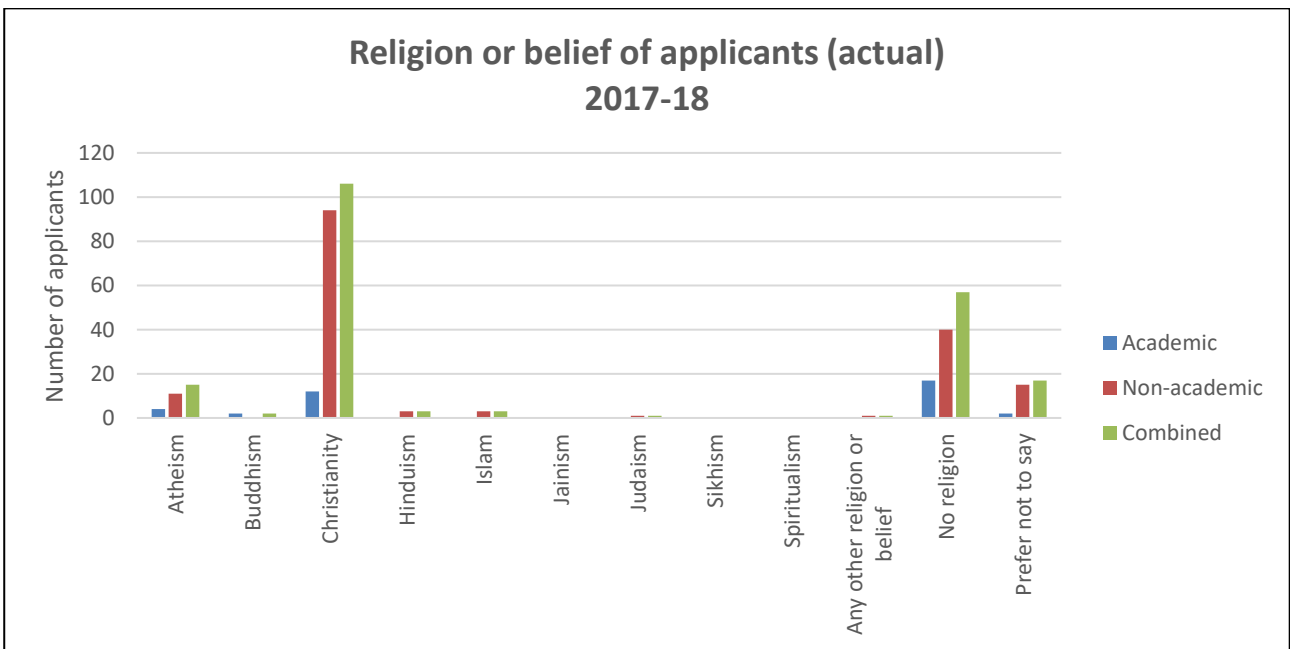
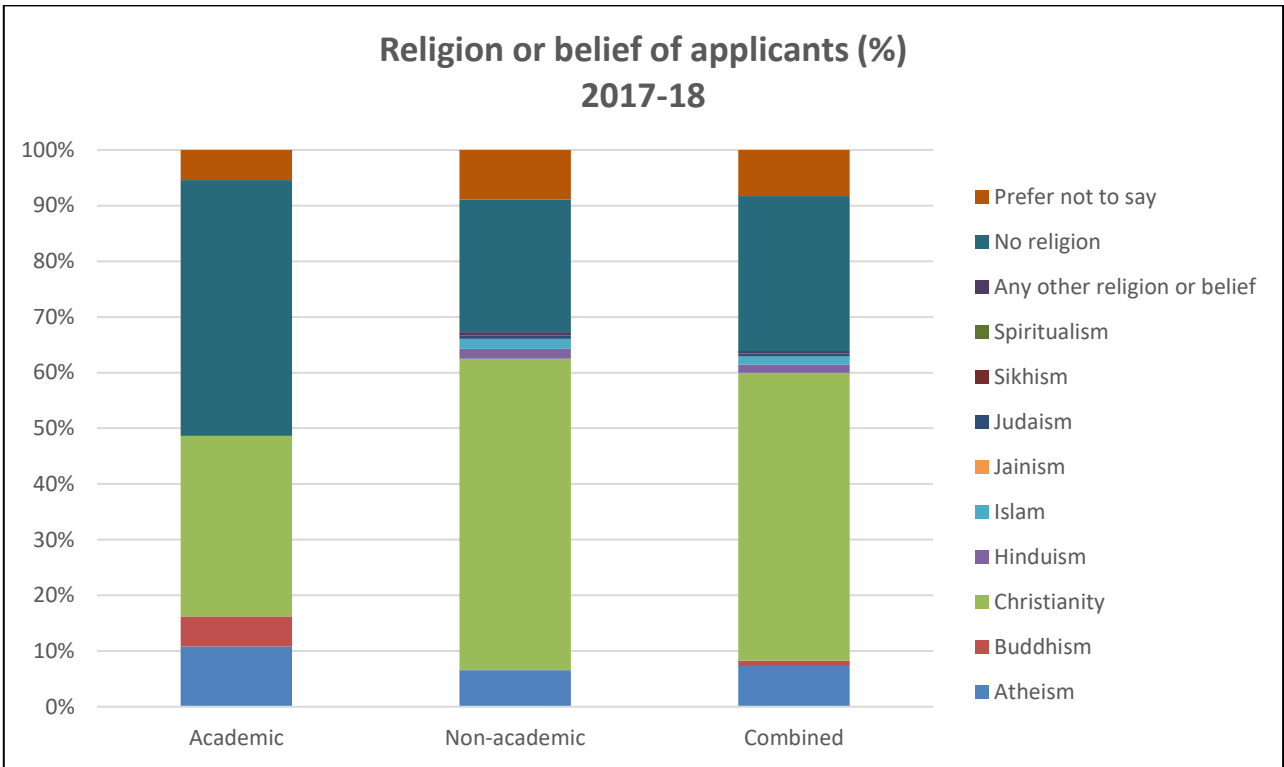
### Religion, Belief or Lack of Belief

Of those applicants who submitted a Recruitment Monitoring form, 91.7% declared their religion or belief. This is marginally higher than in 2016-17 (87%), but is broadly the same as in 2015-16 (90%).

As with sexual orientation, this appears to be a personal characteristic that a significantly higher proportion of applicants prefer not to disclose.

*[n = 205 applicants (combined)]*





The majority of both academic and non-academic candidates identified themselves as either having a Christian religious belief (52% overall), or as being an atheist/ having no religious belief (35% overall).

This compares with 45% and 37% respectively in 2016-17, and with 48% and 33% respectively in 2015-16.

However, a greater percentage of applicants to academic posts (57%) considered themselves to be an atheist/ having no religious belief than was the case for non-academic posts (30%). This is the same pattern as in the previous year (49% and 24% respectively).

Overall, 59% of those who were shortlisted identified themselves as having a Christian religious belief, with a further 28% identifying themselves as being an atheist or having no religious belief. A considerably higher percentage (62%) of candidates shortlisted for non-academic posts identified themselves as having a Christian religious belief, compared with candidates shortlisted for academic posts (40%); this is the same pattern as in 2016-17.

Of those successfully appointed to posts, 67% identified themselves as having a Christian religious belief (significantly higher than the 41% in 2016-17), whilst only 19% identified themselves as being an atheist or having no religious belief (significantly lower than the 47% in 2016-17).

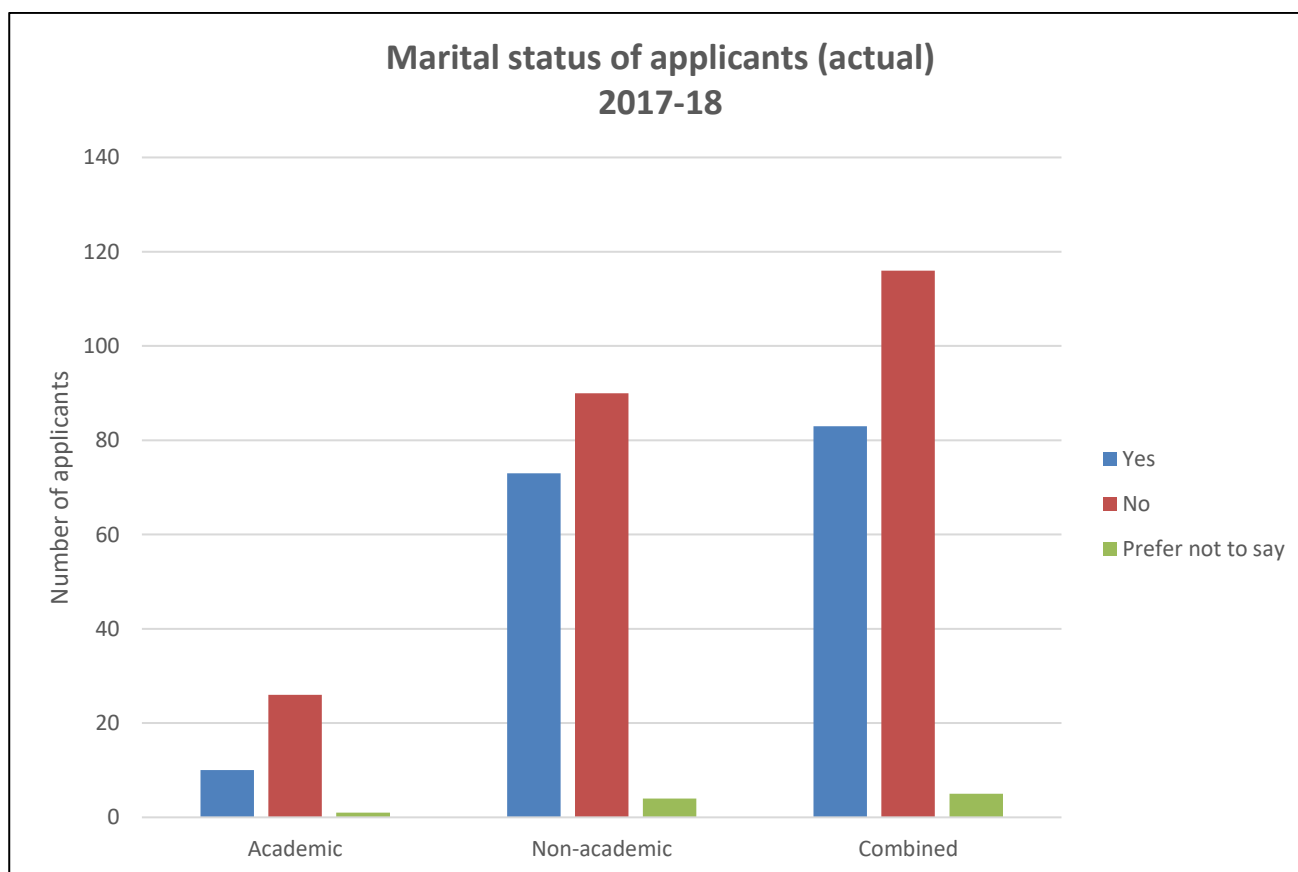
Data for applicants to posts within the University of Oxford can be found on page 38 of the 2017-2018 report:

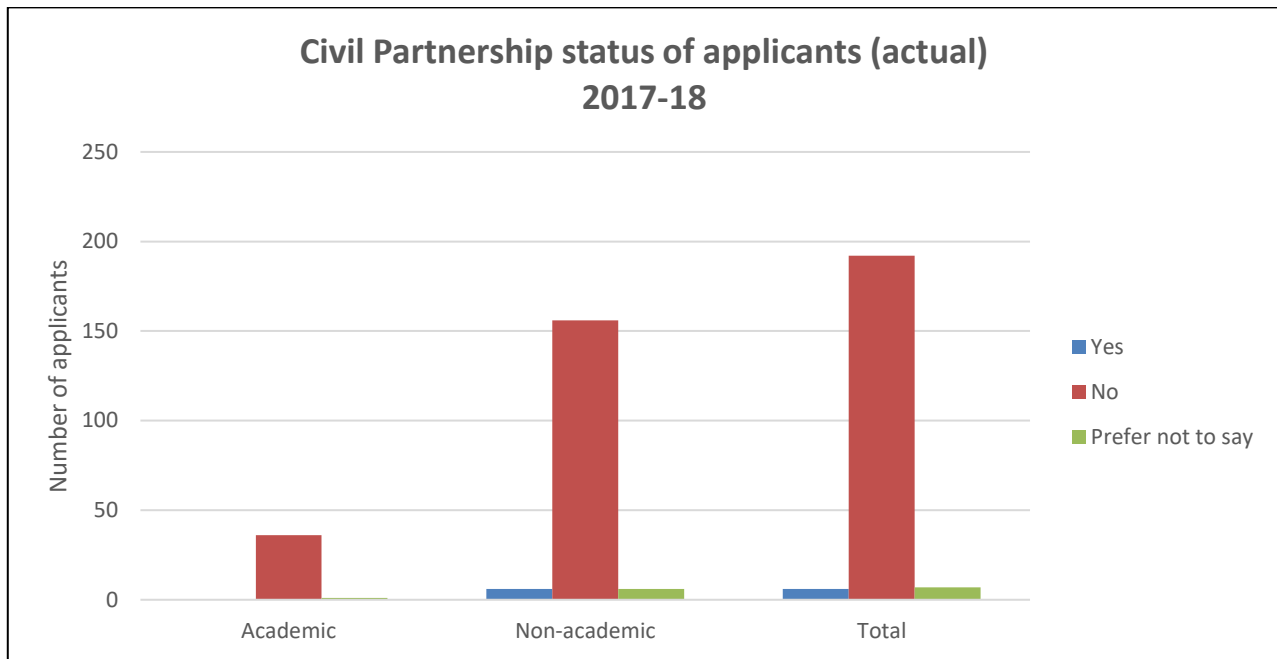
[https://www.admin.ox.ac.uk/media/global/wwwadminoxacuk/localsites/equalityanddiversity/documents/psed/University\\_of\\_Oxford\\_Equality\\_Report\\_2017-18\\_FINAL.pdf](https://www.admin.ox.ac.uk/media/global/wwwadminoxacuk/localsites/equalityanddiversity/documents/psed/University_of_Oxford_Equality_Report_2017-18_FINAL.pdf)

## Marriage and Civil Partnership

Of those applicants who submitted a Recruitment Monitoring form, 97% declared their marital status, and 96% declared their civil partnership status. These are broadly similar percentages to those in 2016-17, 2015-16 and in 2014-15.

[n = 205 applicants (combined)]





A majority of both academic (70%) and non-academic (54%) applicants were unmarried. This compares with 65% and 66% respectively in 2016-17.

A large majority of both academic (97%) and non-academic (93%) applicants were not in a civil partnership. This is broadly similar to the figures in 2016-17.

Overall, 51% of those shortlisted for non-academic posts were unmarried, and 70% of those shortlisted for academic posts were unmarried. In 2016-17, these figures were 66% and 59% respectively.

Of those candidates who were successfully appointed to posts, 33% stated that they were married. This is an increase from last year, when only 18% stated that they were married (although in 2015-16 this figure stood at 40%).

Overall, 5% of appointees stated that they were in a civil partnership.

## Summary of recruitment monitoring data

**Table 1:**

Comparison of the actual number of applicants who identified themselves as having a particular protected characteristic on completed recruitment monitoring forms in the 2017-2018 academic year.

	Academic	Non-Academic
<b>Gender</b>		
Male	19	83
Female	18	84
Prefer not to say	0	1

<b>Age</b>		
Under 18	0	1
18-25	6	33
26-30	11	13
31-35	10	24
36-40	6	10
41-45	3	17
46-50	0	24
51-55	0	30
56-60	0	8
61-65	0	4
66-70	0	1
71+	0	0
Prefer not to say	1	3
<b>Married</b>		
Yes	10	73
No	26	90
Prefer not to say	1	4
<b>Civil Partnership</b>		
Yes	0	6
No	36	156
Prefer not to say	1	6
<b>Disability</b>		
Yes	1	15
No known disability	36	146
Prefer not to say	0	7
<b>Race/ ethnicity</b>		
White British	7	98
White Irish	1	3
Other White Background	19	40
Gypsy or Traveller	0	0
Black or Black British - Caribbean	0	2
Black or Black British - African	0	4
Other Black Background	0	1
Asian or Asian British - Indian	1	5
Asian or Asian British - Pakistani	0	2
Asian or Asian British - Bangladeshi	0	1
Chinese	2	1

Other Asian Background	3	5
Arab	0	0
White and Black Caribbean	0	1
White and Black African	0	1
White and Asian	1	2
Other Mixed Background	2	1
Any other	0	0
Prefer not to say	1	1
<b>Gender Reassignment</b>		
Same gender identity as at birth	37	152
Different gender identity then at birth	0	9
Prefer not to say	0	7
<b>Sexual Orientation</b>		
Bisexual	1	5
Gay man	3	0
Gay woman / lesbian	0	1
Heterosexual	33	146
Other	0	1
Prefer not to say	0	15
<b>Religion or Belief</b>		
Atheism	4	11
Buddhism	2	0
Christianity	12	94
Hinduism	0	3
Islam	0	3
Jainism	0	0
Judaism	0	1
Sikhism	0	0
Spiritualism	0	0
Any other religion or belief	0	1
No religion	17	40
Prefer not to say	2	15

## SECTION C: STUDENTS

As noted above, the quality and reliability of the data available to the College shows various problems with using it as a tool for monitoring equality practice within the College. It is not, therefore, helpful to provide detailed data here.

At a general level, information about undergraduate admissions to the University can be found [here](#).

For information about graduate admissions at the University of Oxford, please click [here](#).

Statistical information concerning student numbers within the University of Oxford can be found at:

<https://www1.admin.ox.ac.uk/aad/studentregistry/sdma/statistics/student/>

The University's annual statistical undergraduate admissions report can be found here:

<https://www.ox.ac.uk/sites/files/oxford/Annual%20Admissions%20Statistical%20Report%202018.pdf>

## SECTION D: FURTHER INFORMATION AND SOURCES OF SUPPORT

The Equality & Diversity Unit (EDU) at the University of Oxford has a wealth of information in relation to equality and diversity. This can be accessed on the website at: <http://www.admin.ox.ac.uk/eop/>

In addition, the following provide further information and/ or sources of support in relation to particular personal characteristics (it is not intended to be an exhaustive list):

### Gender

Oxford Women's Network [www.admin.ox.ac.uk/eop/gender/own.shtml](http://www.admin.ox.ac.uk/eop/gender/own.shtml)  
Springboard (for women) <https://www.careers.ox.ac.uk/springboard/>  
Oxford Learning Institute [www.learning.ox.ac.uk/index.php](http://www.learning.ox.ac.uk/index.php)

### Disability

National Bureau for Students with Disabilities [www.skill.org.uk/](http://www.skill.org.uk/)  
Oxford Students Mental Health Network: <http://www.osmhn.org.uk/>  
Government website on disability issues: [www.direct.gov.uk/en/DisabledPeople/index.htm](http://www.direct.gov.uk/en/DisabledPeople/index.htm)  
MIND [www.mind.org.uk/](http://www.mind.org.uk/)  
SANE [www.sane.org.uk/](http://www.sane.org.uk/)  
Mental Health Foundation <http://www.mentalhealth.org.uk/about-us/>

### Age

Carers UK [www.carersuk.org/](http://www.carersuk.org/)  
Carers Trust [www.carers.org/getting-help](http://www.carers.org/getting-help)  
Carers Oxfordshire [www.carersoxfordshire.org.uk/cms/](http://www.carersoxfordshire.org.uk/cms/)

### Race, ethnicity and nationality

University of Oxford initiatives [www.admin.ox.ac.uk/eop/race/whatsgoingon/](http://www.admin.ox.ac.uk/eop/race/whatsgoingon/)  
Equality Challenge Unit [www.ecu.ac.uk](http://www.ecu.ac.uk)

### Sexual Orientation

University of Oxford LGBT network [www.ox-lgbt-acad.org.uk](http://www.ox-lgbt-acad.org.uk) (staff)  
<http://www.oulgbtq.org/> (students)

Oxford Friend helpline [www.oxfordfriend.co.uk](http://www.oxfordfriend.co.uk)  
The Terence Higgins [www.tht.org.uk/](http://www.tht.org.uk/)  
Stonewall [www.stonewall.org.uk/](http://www.stonewall.org.uk/)

### Religion, belief or lack of belief

Religious festivals: <https://www.admin.ox.ac.uk/eop/inpractice/equalitydates/>  
Daily Info [www.dailyinfo.co.uk/guide/religion/religion.html](http://www.dailyinfo.co.uk/guide/religion/religion.html)  
BBC Religion & Ethics website <http://www.bbc.co.uk/religion>

## **Pregnancy, maternity and childcare**

University of Oxford nurseries: <https://www.admin.ox.ac.uk/childcare/nurseryinformation/>

Oxfordshire County Council: [www.oxfordshire.gov.uk/cms/public-site/children-education-and-families](http://www.oxfordshire.gov.uk/cms/public-site/children-education-and-families)

Oxfordshire Family Information Service:

[www.oxfordshire.gov.uk/cms/content/oxfordshire-family-information-service-oxonfis](http://www.oxfordshire.gov.uk/cms/content/oxfordshire-family-information-service-oxonfis)